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ABSTRACT

This handbook was prepared to guide teachers who are concerned about dealing with the mainstreaming of students classified as disabled. Based on the experiences of Learning Unlimited, an alternative education program at North Central High School in Indianapolis, Indiana, the handbook emphasizes that individualized outcomes for students can be achieved by using traditional learning tools and applying them in nontraditional ways. The different chapters in the handbook present activities and provide ideas designed to enable the teacher to use available resources in such a way as to allow for greater individualization in instruction. Topics discussed include: (1) forming teacher support teams; (2) identifying and creating teaching styles for alternative education classrooms; (3) identifying successful alternative teaching methods; (4) setting classroom goals; (5) diagnosing students' needs and prescribing appropriate instructional options; (6) using resources; (7) motivating students; (8) measuring achievement; and (9) developing negotiated contracts as the bases for individual students' objectives and activities in particular classes. An appendix presents objectives, guidelines, and forms that one teacher has developed for a classroom options program. (Author/MJL)

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CREATING CLASSROOM OPTIONS

By Jim Ellsberry

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INTRODUCTION

We educators talk a lot about individual differences. We talk of each student as being a unique person. After all, the differences between students are so obvious, it hardly seems worth mentioning again. But on the other hand, recent legislation has made many of us feel uncomfortable because it challenges us as teachers to accept into our classrooms those individuals who have been "classified" as learning disabled, special ed, emotionally disturbed, etc. These students, it has been decided, are to have equal opportunity, equal access, to the educational process just as their "normal peers." We feel uncomfortable not because we value these youngsters any less, but more truthfully, it's because at times we may feel inadequate to provide for their instructional needs. Actually, there is no reason to feel guilty or to be defensive about this situation. Most of us did not receive the kinds of experiences during the years of our professional training that would prepare us to provide effectively for individual needs. I believe my personal situation is typical. I have never had any formal course dealing with the concept of individualizing or options education. I have learned from on the job training!

What each of us decides to do about our real or perceived inadequacies is the fundamental question. It is one thing to see a real need for change and prepare for it as best one can. It is quite another matter to ignore the problem at the expense of the other person.

Since 1975, teachers in LEARNING UNLIMITED have tried different teaching methods and created a variety of classroom options. We believe it has been successfully demonstrated that by using traditional teaching tools and applying them in nontraditional ways, it is possible to achieve individualized outcomes for students. We cannot rely on the specialist or the consultant to handle the needs of the exceptional children in our classrooms, there won't be enough to go around! It will be up to each of us to acquire the skills necessary to comply with P.L. 94-142. Those who see the challenge clearly, and have an open mind, may find the ideas in this booklet are helpful in analyzing what one can do with the personal and physical resources at hand to move toward a greater degree of individualization. I can claim no credit for any of the ideas or methods you'll find included on the following pages. These ideas and basic concepts I have observed being used routinely with secondary school students enrolled in LEARNING UNLIMITED, an alternative school within North Central High School, Indianapolis, Indiana.

This booklet has been written to assist teachers who are concerned about how they will cope with mainstreaming, and the public's cry for accountability. At the beginning of each chapter, specific objectives will be stated to guide you in working through the material. You'll also find many opportunities to react in response to questions designed to clarify your thoughts. My intent is to keep it simple and deal with two basic questions.

1. WHAT IS IMPORTANT IN TEACHING, PROCESS OR CONTENT?

I believe it isn't a matter of which comes first. It all seems to boil down to whether or not, you as the teacher, can help the other person learn. One can possess much knowledge, but if he lacks the resources and skills to communicate that knowledge by some means to the other person, learning will not occur and the value of the content is lost.

Conversely, one may possess little factual knowledge in a given area, but if he has the skills to unlock the proper resources, the other person can gain from the experience. It goes without saying what is ideal.

Place a check to mark your personal belief about this statement.

I agree completely _____ not sure _____ I don't agree at all

2. COULD WE POSSIBLY RESTRUCTURE THE LEARNING ENVIRONMENT TO CREATE MORE INSTRUCTIONAL OPTIONS? I BELIEVE IT IS POSSIBLE AND BECAUSE IT IS, WE CAN ACHIEVE SOME INDIVIDUALIZED OUTCOMES.

Place a check to mark your personal belief about this statement.

I agree completely _____ not sure _____ I don't agree at all

If you're still with me, let's examine some of the variables that are present in every classroom, regardless of grade level, size of school, type of program, or location of the school. I observe that these include:

TEACHING STYLES
TEACHING METHODS
INSTRUCTIONAL GOALS
STUDENT NEEDS
UTILIZATION OF RESOURCES
MOTIVATIONAL TECHNIQUES
EVALUATION PROCESSES

There are undoubtably more, but could you agree with me that these are the "biggies?" By limiting our view to these seven variables, we can look at each in some detail. May I restate that the following eight chapters are written in a direct, simple approach. Each is designed to help those unfamiliar with the methods used in LEARNING UNLIMITED to become more proficient in creating classroom options. At the beginning of each chapter are the specific competencies to be achieved. Hopefully, this step by step format will encourage teachers to expand their skills and adapt ideas included here to fit their own basic style. I do not promise to make you thoroughly competent at creating options . . . hopefully, more aware and more proficient.

Place a check to mark your personal belief about this statement.

DO YOU BELIEVE INDIVIDUAL NEEDS DESERVE CONSIDERATION IN THE CLASSROOM?

Yes _____ No _____ Still undecided

CHAPTER ONE

FORMING A SUPPORT TEAM

The Power of "Other-Vision!"

Competency #1

You will enlist the support of some colleagues to assist you in working through the activities described in this book. You will acquire a firm, enthusiastic commitment from them as you involve them in your professional growth.

FORMING A SUPPORT TEAM

In schools we often find teachers who feel very much alone. It isn't uncommon for teachers, to develop the attitude that no one really cares what goes on in the classroom. Supervisors may visit three or four class periods during the school year, but generally there are no others who share in the responsibility for the teaching/learning process. Thus, the individual teacher shoulders the burden, and gets on with the tasks of planning, organizing, managing, and evaluating classroom activities. The numbers game is still a problem for most. Although enrollments are declining in some communities, school costs are on the rise. In an effort to save money, administrators are being forced to cut back on staff whenever possible. Therefore, we find that class size is not decreasing at a rate proportionate to the overall drop in enrollment.

As I mentioned in the Introduction, my purpose is to establish some simple steps that teachers could follow if they hope to make any real response to P.L. 94-142. Although the steps outlined on the following pages may seem relatively easy, the full impact and potential power of these methods will be recognized by only a few if they work alone. Most people can benefit from sharing ideas, discussing alternative approaches to the implementation of these concepts, and from the moral support that comes from knowing that someone else is sharing your interests and concerns. For this reason, I'm strongly recommending that this book be used as a resource for teachers who are working as staff development teams, workshop groups, departmental curriculum committees, etc. For those who, for whatever reasons, find themselves unable to link up with a team, I suggest that they form their own support group. Going it alone is risky because learning these methods and acquiring these skills is not easy. It will take time and without support, it will be easier to give up when discouragement sets in . . . it is predictable that at some point that feeling will come.

In our program, we have found over and over again that working as a team, particularly an interdisciplinary team, provides each individual member with a greater sense of power and resourcefulness than any of us can muster alone. In discussing the advantages of support groups, Dr. Larry Lindsay, Assistant Superintendent, Metropolitan School District of Wayne Township, Indianapolis, Indiana has coined the phrase "other-vision." He explains by saying that in the case of supervisors it usually isn't that they possess "**super**-vision," but more accurately, they simply have "other-vision."

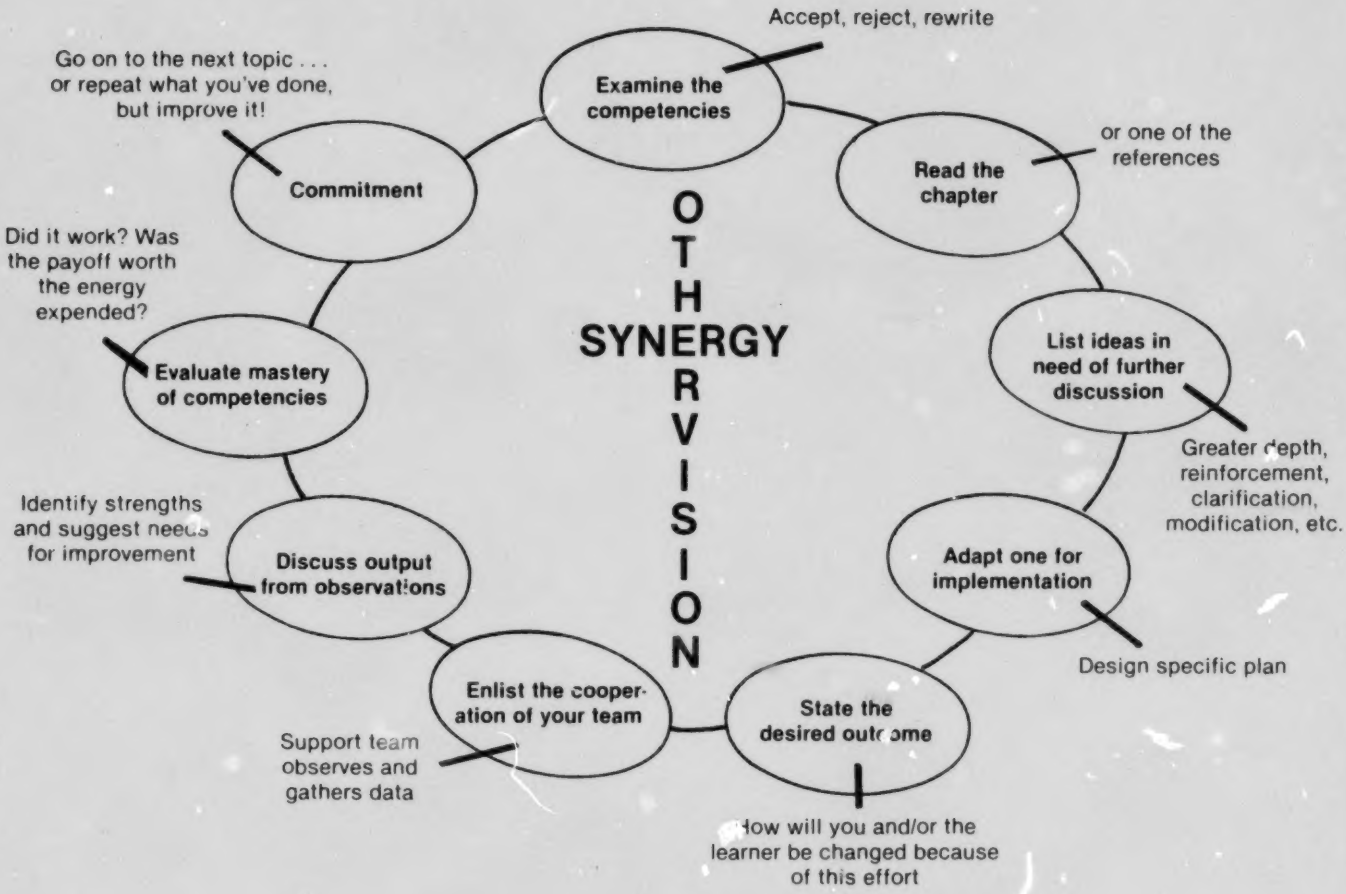
Most of us have encountered problems that seem irresolvable. We've been stuck for a solution, an answer that just didn't come. The harder we worked, the more impossible it seemed. Often, we find that someone else comes along, takes one quick look and presto! There's the answer! Smarter, more intelligent than we? No, just a different perception, a fresh perspective, . . . other-vision.

Working as part of a support group, or team, requires more effort. The need for communication is increased and arranging convenient meeting times is often a hassel. The pay off is worth the extra effort. In groups, more ideas can be generated, more explanations offered, more alternatives created, more resources identified, more solutions brainstormed, and the work can be more evenly distributed. Besides all these advantages it can be fun! The commaradarie that often develops in support groups is a spin off that should not be taken lightly. Strong alliances and commitments can grow out of sharing ideas, succeeding, risking, and learning together.

If you are one of those presently faced with going it alone, you may be thinking no one else will be interested in doing these activities. Don't let that idea linger too long! I've found most teachers are very interested in creating classroom options. They're holding back for lack of information and the incentive to try. I'll provide the information . . . you provide the incentive! The payoff for you, and the one or two colleagues you enlist to support you, will be the increased awareness of your own teaching style and your potential for increasing your professional skills. The colleagues you select can be given some definite responsibilities. You will want to share with them the important concepts of each chapter. Ask them for their ideas, reactions, and additional resource information they might suggest from their own teaching experience. Involve them in discussing the competencies associated with each chapter. Find out if they value these same outcomes and why. Ask them for additional suggestions to assist you in acquiring new skills. Enlist their support in evaluating these outcomes. Throughout the book there are lesson plans, teaching strategies, to be designed and implemented. Ask them to preview your ideas and suggest ways to improve, to modify your plans so they will be even more effective. Ask them to observe in your classroom as you attempt to carryout the design. Ask for specific feedback, "Were the activities appropriate for the objectives? Why? What impact did the activities have on the students? What evidence did you see that students did achieve the objectives?" Thus, the specific assistance you may expect from them is to preview your objectives, observe the implementation of your learning activities, provide additional ideas, and discuss the resulting outcomes with you. Through this process, the ideas in this book will come alive and meaningful!

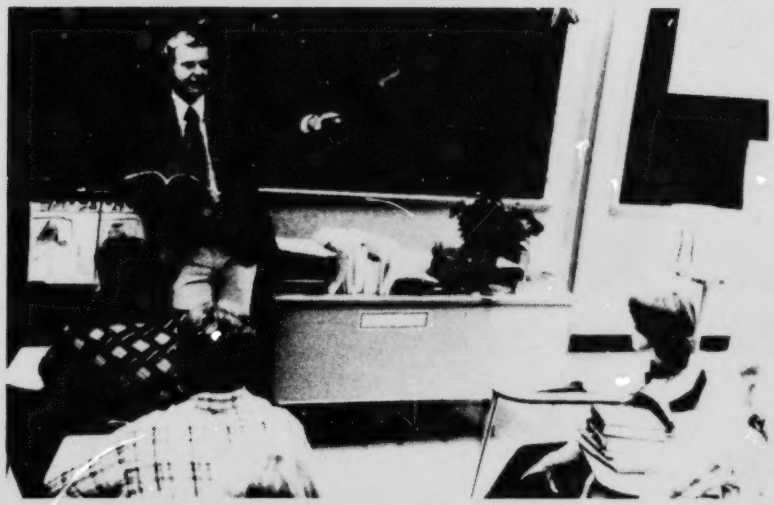
As with every chapter, I encourage you to set your own pace. Don't rush and don't skip over concepts that appear to be obvious or elementary. There won't be much included here that you haven't heard or read before, but I'm asking you to re-examine the potential value of old ideas applied in new ways. Try to avoid tunnel vision. Be open to the creative methods that teachers are using successfully. Your first assignment, by the way, is to get busy and enlist some friends and colleagues to form your support team as you work your way through the following chapters. Before you sit down with someone else to get their help and cooperation, take enough time to look through the book until you have absorbed enough to share those ideas that you find exciting and motivating. Secure their commitment. Be honest. Tell them it will take time; it will be extra work. Let them look over the contents of the book. A lukewarm attitude within a support team will probably not be adequate to ensure its survival. You need an enthusiastic group . . . don't settle for less!

YOUR OWN PROFESSIONAL GROWTH PLAN


Accept, reject, rewrite
Examine the competencies
Go on to the next topic . . . or repeat what you've done, but improve it!
Commitment
or one of the references
Read the chapter
OTHER VISION SYNERGY
Did it work? Was the payoff worth the energy expended?
Evaluate mastery of competencies
List ideas in need of further discussion
Greater depth, reinforcement, clarification, modification, etc.
Identify strengths and suggest needs for improvement
Discuss output from observations
Adapt one for implementation
Design specific plan
Enlist the cooperation of your team
State the desired outcome
Support team observes and gathers data
How will you and/or the learner be changed because of this effort

The author telling it like it is . . .

"You'll never know what you might have achieved unless you're willing to risk failure."



CHAPTER TWO

TEACHiNG STYLES

The Role of the Teacher in Creating Classroom Options

Competency #1

You will analyze your own personal teaching style by comparing it to ten hypothetical models. You will be able to describe for yourself how effectively you respond to various needs in a typical class.

TEACHING STYLES

The personal style that the teacher brings to the relationship with the learner is, of course, a key element in the learning process. Like it or not, personality does make a difference. Some teachers (and I especially include coaches) have the ability, the charisma, call it whatever you like, to inspire, motivate, and challenge the learner to greater heights than otherwise possible. But it is doubtful that even the greatest of teachers is able to reach all of the students all of the time! So let's not be overly concerned by exceptional talent or charisma. Let's just focus attention on you. You don't need to make yourself a carbon copy of anyone else. Simply learn to take full advantage of the skills you do have and those additional ones you can develop quickly and effectively.

As I have observed teachers in their classrooms, I am struck by the number of jobs they must perform within a given class period. Often these tasks require teachers to adjust their roles to the changing demands or situations that develop spontaneously within the class. The sensitive, aware teacher makes these adjustments sometimes by design, sometimes as if by instinct. The classroom is, and should be, dynamic. Skilled teachers are able to respond correctly, effectively to the ebb and flow of action and activity. A change of pace is essential. Nothing is deadlier to the learner than a static, constant, never changing class routine. Classroom options give students choices to make within well defined limits. Managing options allows the teacher to step out of the basic dispenser of knowledge part and play a variety of interesting roles. This concept is important because it is essential to the motivation of both the teacher and student. Even the most exciting entertainers change pace and alter the mood of the occasion. If not, the performance may become dull and monotonous. The greatest of fastball pitchers must learn to change up on the batters. If the hitter never has to watch for a slow curve, he will adjust his swing to the rhythm and groove of the fastest of pitches. A steady diet of fastballs will result in a trip back to the minors for the pitchers. A steady diet of anything eventually becomes either ineffective or counter productive . . . and so it is with teaching style. Following are some thumbnail sketches of the roles a teacher might play out in an options approach.

I HOLD THE CARROT ON THE STRING, AND THE BEE THAT STINGS!
RE-ENFORCER, OVERSEER
I'LL GET YOU INVOLVED IN AND EXCITED ABOUT LEARNING...
CHARGE!
FACILITATOR, CATALYST
I'LL ARRANGE FOR YOUR PARTICIPATION IN SOME INTERESTING AND EXCITING ACTIVITIES.
MANAGER, PLANNER, ORGANIZER

I CAN SHOW YOU THE BOUNDARIES OF KNOWLEDGE, SKILLS, AND BEHAVIORS. I CAN HELP YOU LOCATE REFERENCE POINTS AND SEE NEW DIRECTIONS.
SURVEYOR, SEEKER
WE WILL HAVE A RELATIONSHIP THAT BOTH OF US CAN FIND FULFILLING AND REWARDING !!
TEACHER AS COUNSELOR, ADVISOR

I HAVE IMPORTANT INFORMATION THAT YOU NEED!
I'LL HELP YOU UNDERSTAND THE CAUSE OF YOUR PROBLEM AND PRESCRIBE A CURE.
REPORT CARD
F F F
LECTURING, TUTORING, DISPENSING INFORMATION
DIAGNOSING, PRESCRIBING
I'M NOT SURE I HAVE THE ANSWER, BUT I CAN HELP YOU LOCATE THE RESOURCES THAT YOU NEED.
FRAGILE
RESOURCES
RESOURCE LINKER

KNOWLEDGE IS IMPORTANT, BUT KNOWING HOW TO ACQUIRE IT IS MORE IMPORTANT!! I CAN HELP YOU GAIN THE PROCESS SKILLS THAT WILL MAKE YOU A LIFE LONG LEARNER !
PROCESS PEDDLER
I WILL LEAD ACTIVITIES & DISCUSSIONS THAT WILL DEVELOP YOUR SKILLS IN WORKING WITH OTHERS
GROUP LEADER

Competency Test: Chapter Two

Did you see yourself in any of these? Which one is your favorite? In which of these roles are you most effective? Which ones do you perform regularly? Are there some you don't agree with? Are there some you would add? Are there some you believe are valuable, but feel you are presently inadequately prepared to fulfill?

Rate yourself. There are ten roles described, count the number in which you feel **fully competent** and circle that number below.

1 2 3 4 5 6 7 8 9 10

Count and circle on the line below the number you will typically use in a week's time.

1 2 3 4 5 6 7 8 9 10

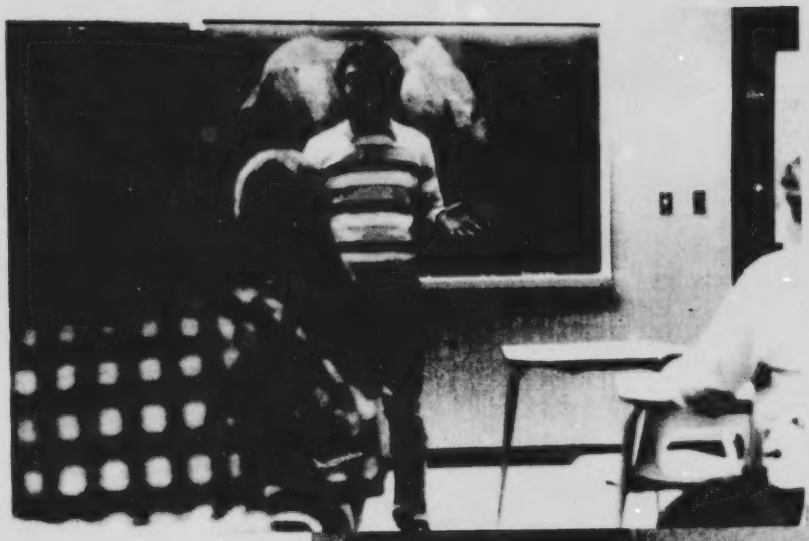
List the ones in which you'd like to become more proficient.

_____, _____, _____,

After analyzing my teaching style, I believe my greatest strengths in responding to individual needs include:

I feel my greatest need for improvement in responding effectively to learners' needs include:

WHAT'S YOUR BASIC STYLE?



Front and Center

Team Member

Facilitator

CHAPTER THREE

TEACHING METHODS

Process Options: How Many Ways Can It Be Taught?

Competency #1

You will be able to list the instructional methods that you utilize on a regular basis.

Competency #2

You will be able to state 10 "laws" that provide the foundation for an options program.

TEACHING METHODS

The delivery system in the teaching-learning process is an important key in unlocking the chains that bind us into traditional patterns. There are so many avenues open to us that it is actually more of a problem to select the most appropriate method for the task, rather than identifying alternative methods.

How many ways can a skill or fact be taught? The variety of ways is extensive. On the following page some common options are listed. The e should suggest that indeed we are all familiar with dozens of process options that most educators would accept as effective teaching methods, when used properly. Anyone of these used alone over long periods of time will dull the senses of the learners and it will lose its power to motivate them. The skillful teacher is able to utilize these options in combinations that are directly related to specific instructional goals and specific needs of learners. For example:

. . . An objective taken from a sophomore English unit on the 1920's and 30's in America.
"Students will be able to list at least 10 characteristics of the society and culture of the 1930's."

. . . Skills that students need to develop in this course include reading, writing, speaking, listening.

. . . Thus, process options could include:

1. Research report from newspapers of the 30's recorded on micro film.
2. Book report from **Hard Times** by Studs Terkel
3. Audio tape of an interview with someone who lived in the 30's
4. Oral report based upon data from history books
5. Creative product—slide presentation, poem, short story, song, etc.
6. Guest speaker with students taking notes and asking questions
7. Group of students write and produce a drama about the 30's
8. You add to the list . . .

Implicit in this, is the belief that teachers are able to clearly state the desired outcomes for students that should result from instruction.

Selecting the most effective teaching process to accomplish a given objective will depend, in large measure, upon how much you value the process and your confidence in your ability to manage it efficiently. In looking over the process options on the following page, do a little self evaluation. How many of these do you feel comfortable using in your classes? You might circle the ones you value as effective, acceptable teaching methods. Then, put a plus beside the ones you are adequately prepared to use. Add any processes that you don't find listed.

You now have an estimate as to the extent of your teaching repertoire, your box of tools. It's doubtful there is any magical number, but certainly it should include enough that given the opportunity, students could make some choices from among the options offered.

DRILL
LAB WORK
CASE STUDY
DEMONSTRATIONS
ROLE PLAYING · VIDEO TAPES
TEACHER LECTURES · BOARDWORK

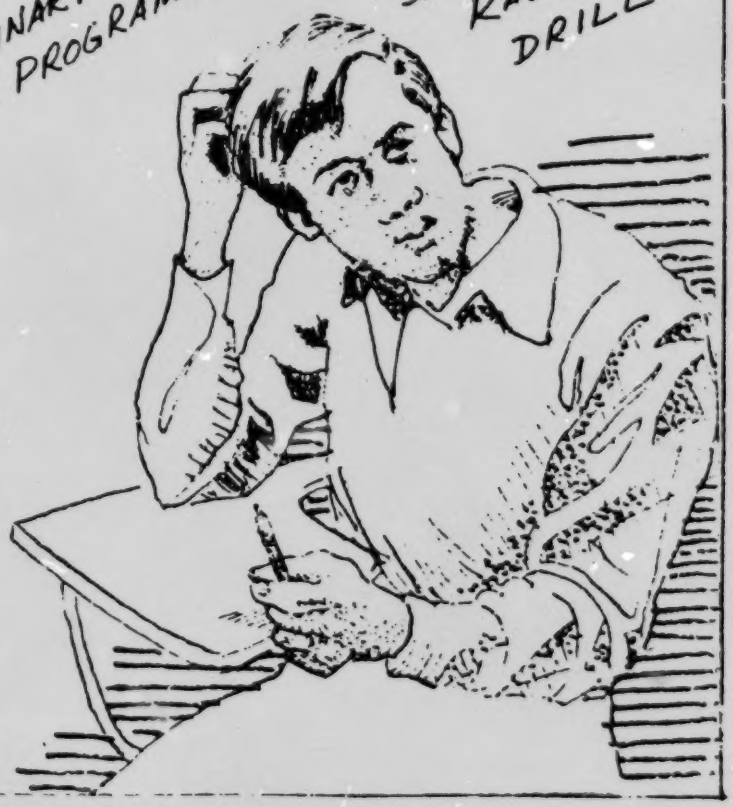
BRAINSTORMING · PROBLEM SOLVING MODEL
CORE EXPERIENCE · MEDIA PRESENTATIONS
INDIVIDUALIZED INSTRUCTION · PEER TUTORING
LIBRARY RESEARCH · LEARNING ACTIVITY PACKETS

GUEST LECTURES · SIMULATIONS AND GAMES · DRILL
BOOK REVIEWS · ORAL REPORTS · GROUP WORK · WORK SHEETS

DRAMA AS A TEACHING TOOL · COMMUNITY RESOURCES · FILMS
FILM STRIPS · RECORDS · AUDIO TAPES · WRITTEN REPORTS
INTERVIEWS · COMPUTER ASSISTED INSTRUCTION · SEMINARS

INTERNSHIPS · INDEPENDENT STUDY · DISCUSSION · FIELD TRIPS
MODELING · INTERDISCIPLINARY STUDIES · INQUIRY SKILLS
COPYING · DESK WORK · PROGRAMMED INSTRUCTION · LEARNING CONTRACTS
SPECIAL INTERESTS
RADIO
DRILL

SOME PROCESS OPTIONS



Now that you've had a chance to see how many possibilities there are, this may be a good time to share some fundamental "laws" in creating classroom options.

Program Yourself For Success

1. Begin with those options you value and have confidence in your ability to manage.
2. Be certain that necessary resources are easily accessible to students.
3. Choose those that clearly have the potential for allowing the student to achieve the objectives.
4. Begin with a few options. Three is enough to start . . . more than five will probably be unmanageable and frustrate both you and the students.
5. Try to appeal to a variety of learning styles.
6. Begin with a small number of students. Even one is enough to begin. Offer options to those who have a high probability for success.
7. Limit the options to a specific period of time . . . even one class period is a beginning. Anything beyond a week will significantly increase the odds for failure.
8. Provide a systematic process for monitoring students' progress, even if for just one class period.
9. Carefully define the criteria for evaluating achievement of the stated objectives.
10. Discuss the results with the students. Consider their reactions . . . look for ways to improve . . . try again . . . build your level of confidence . . . go slow . . . learn from failure . . build on success!

Competency Test: Chapter Three

List the instructional methods that you utilize on a regular basis:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write the key words that will give the "essence" of the ten laws for developing a successful options program.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

CHAPTER FOUR

SETTING GOALS

Deciding What is to be Learned

Competency #1

You will be able to explain the importance of the "transfer of ownership" for learning, and how this can be accomplished.

Competency #2

You will assess your present ability to allow capable students to design some of their own goals and activities for a segment of your course.

Competency #3

You will establish and defend your relative position regarding the transfer of ownership.

Competency #4

You will establish and defend your relative position regarding your need to control students in the teaching/learning relationship.

Competency #5

From among ten classroom models, you will identify the one(s) that most closely resembles your present management style.

SETTING CLASSROOM GOALS

In LEARNING UNLIMITED, one of our primary goals is to transfer some of the responsibility for learning from the teacher to the student. Actually, the student is always accountable for his learning. The problem has been that we often behave as if this were not the case. More often than not, the actors in the educational enterprise appear to believe that the teacher is solely responsible for the students' learning. Parents, students, administrators, and even the teachers usually hold the teacher accountable for the students' achievement. Yes, there are incompetent teachers and certainly they can impede learning. I'm not interested in discussing incompetence at this time. Given clearly stated instructional goals, appropriate activities, and time, learning will occur. Sounds simple . . . not so simple! Students sometimes resist the best teacher's efforts. This is one reason why we believe the transfer of ownership for learning must occur. Motivation increases when one feels he has a stake in the action.

In the traditional classroom, the teacher makes almost all the decisions about what is to be learned, how much, when, and how it will be evaluated. We are not advocating that you give up control or fail to assume any responsibility for the learner's welfare. For many students, a teacher centered classroom is appropriate because the objectives and activities are compatible with those of the student. Thus additional options don't apply to all students at all times! However, we are advocating that students receive the help and assistance they need to acquire the skills necessary to become self directed, lifelong learners. Learners who value education as a lifelong process.

Consider the possibility of entering into a conference with a student who might benefit from an options program, and through the conference, identify what he wants to learn. Begin with the stated objectives of your course. How many has he already mastered? Can he demonstrate mastery? Are there some objectives he doesn't agree with? What would he suggest as a substitute? Can you accept his ideas? Can you build on any of his interests or experiences? Even as you do this, you are beginning to diagnose, to assess the student's strengths and weaknesses. As you negotiate in this manner, you are beginning to transfer some of the responsibility for learning. The student has a piece of the action . . . some control over his destiny. As the conference unfolds, you begin to talk about ways to achieve those goals that emerge as agreed upon priorities. Activities and resources become the focus of attention. You're getting closer to an option, an option structured and designed for one person.

As the professional in this relationship, you are expected to be the expert. Your knowledge, experience, and training place you clearly in the dominant position when negotiating with a student and/or parents. Your role as I pointed out in Chapter One, will vary with the demands of the situation. I do feel strongly, that in the future, teachers who have acted primarily as dispensers of knowledge will have to abandon that role in favor of acting more often as advisors. As an advisor you will take an active part in helping certain individuals decide which learning outcomes are most appropriate for them within the parameters established for your class. As you interact with students in the advisor's role, you will want to have carefully considered your response to the following issues. As you work through these, place a check in the appropriate box, or write a comment that reflects your present status on the particular item.

Developing Academic Standards

Yes	No	Comment	For your course . . .
☐	☐	_____	are there clearly stated minimum requirements?
☐	☐	_____	are there practical skills to be developed?
☐	☐	_____	are there affective goals to be attained?
☐	☐	_____	are there major concepts to be mastered?
☐	☐	_____	are specific applications of learning required?
☐	☐	_____	are there process skills to be acquired?
☐	☐	_____	are essential facts and knowledge required?
☐	☐	_____	are all these things of equal value?
☐	☐	_____	are there any choices to be made by the students?
☐	☐	_____	can any of these be deleted or modified?
☐	☐	_____	can any of these be achieved in more than one way?

Systematizing Your Standards

Yes	No	Comment	For your course . .
☐	☐	_____	do you have adequate structure and procedures to evaluate each of the stated objectives?
☐	☐	_____	do you have standards of performance written in clearly stated, measureable terms?
☐	☐	_____	do you have self monitoring, self pacing built in for students to evaluate their progress?
☐	☐	_____	do you have adequate flexibility to assess the achievement of accelerated and remedial learners?
☐	☐	_____	do you have easily accessible, optional resources that supplement the text?
☐	☐	_____	do your supplementary resources address a variety of levels and learning styles?

Establishing Acceptable Criteria

Yes	No	Comment	For your class . . .
☐	☐	_____	are you alone responsible for deciding acceptable evidence of achievement?
☐	☐	_____	does the student ever share in deciding how much is enough? How high is up?
☐	☐	_____	is the student's performance always compared to group norms?

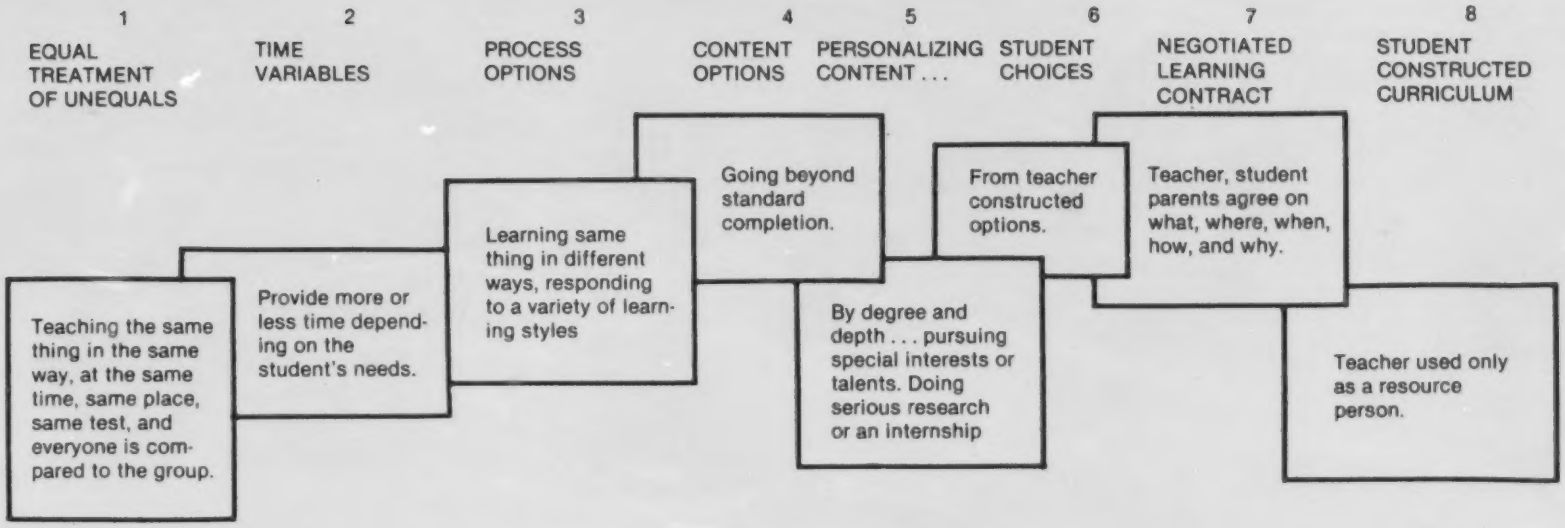
Yes	No	Comment	For your course . . .
☐	☐	_____	are there absolute levels of performance?
☐	☐	_____	are norm referenced tests appropriate?
☐	☐	_____	are criterion referenced measures appropriate?
☐	☐	_____	is the use of the bell shaped curve appropriate?
☐	☐	_____	is your professional judgement the only valid opinion?
☐	☐	_____	is the student's judgement valid?

These are difficult issues to resolve. Don't expect to find all the answers written in stone. An options program does not materialize over a weekend. Neither will you find suitable answers to all the dilemmas raised by these questions. However, the fact that these are tough questions does not excuse you from aggressively seeking the answers. Only by confronting each issue will you begin to develop the necessary skills and procedures to individualize your teaching. Based upon our experiences in LEARNING UNLIMITED, we are confident that when you provide certain students with some of the responsibility for choosing objectives, selecting the learning resources and activities, and for evaluating their own performances, you will find their sense of ownership and motivation will increase significantly. The student knows precisely for what he is accountable. This eliminates some of the anxiety and even outright resentment when the teacher fails to make these matters clear. Remember the frustration of trying to out-guess those teachers who were so evasive and secretive about what was to be covered on the exams? Usually they would say something like: "We'll cover chapters 10 through 12!" I always felt it would have been easier to learn if I had know exactly what I was expected to know from those chapters instead of trying to guess what the teacher thought was important.

I'm sure I haven't asked all the important questions, nor do I believe you'll ever resolve all of them to your satisfaction . . . that's what keeps you growing! But, if you value having students acquire the attitudes and skills that will make them life-long learners, then you'll find the struggle to change will be worthwhile.

On the next page, you'll find a continuum of classroom models. Look them over carefully and circle the model that most closely fits your present style. Place a check along the continuum that would reflect your need to control the teaching/learning relationship. Do the same for the continuum related to the concept of transfer of ownership. Reflect on your answers. How closely aligned are your practices to your philosophy regarding individual differences?

A Continuum of Classroom Option Models


1
EQUAL TREATMENT OF UNEQUALS
Teaching the same thing in the same way, at the same time, same place, same test, and everyone is compared to the group.
2
TIME VARIABLES
Provide more or less time depending on the student's needs.
3
PROCESS OPTIONS
Learning same thing in different ways, responding to a variety of learning styles
4
CONTENT OPTIONS
Going beyond standard completion.
5
PERSONALIZING CONTENT . . .
By degree and depth . . . pursuing special interests or talents. Doing serious research or an internship
6
STUDENT CHOICES
From teacher constructed options.
7
NEGOTIATED LEARNING CONTRACT
Teacher, student parents agree on what, where, when, how, and why.
8
STUDENT CONSTRUCTED CURRICULUM
Teacher used only as a resource person.

Teacher Centered ← Transfer of Ownership → Student Centered

CHAPTER FIVE

STUDENTS' NEEDS

Methods of Diagnosis, and Prescription

Competency #1

You will be able to list the diagnostic methods that you presently use on a regular basis to identify individual needs.

Competency #2

You will be able to write a simple, step by step, procedure for creating an instructional prescription for one student.

Competency #3

You will be able to explain the risk of conflict that can occur when your values get confused with a student's needs.

STUDENTS' NEEDS

The fundamental belief that influences nearly everything we do in LEARNING UNLIMITED, is that each student is unique. Now we don't claim to have discovered this truth, but we do accept it as a given.

"There is nothing so unjust as the equal treatment of unequals."

Given this fact, assuming you believe it too, it is clear that if we are to respect and address individual needs, we must examine our ability to differentiate between individuals. Everyone will acknowledge the evident physical differences in height, weight, color of eyes, hair, etc. Probably every teacher I've known will acknowledge differences in ability, IQ, if you wish to call it such. Most teachers believe readiness or maturity levels vary greatly within age groups or classrooms. Some recognize that emotional controls, self concept, and coping skills contribute much to differences between individuals. Sensitive teachers are aware of even finer discriminations such as learning style, visual perception, auditory skills, motor skills, approach to problem solving, motivation, etc. Again, I must apologize for restating the obvious. The point I'm trying to reinforce is that we all keep saying everyone is different, but for the most part, we consistently ignore this fact in our high school classrooms. There is an apparent gap between theory and practice. Our technology for gathering data seems to have surpassed our technical skills to use that data to influence placement, or to have any significant impact on classroom instruction.

Certainly we are aware that each student who comes through the classroom door differs in many ways from every other student. If we took time to pre-test them on content, interests, or aptitudes we would find a wide range of scores. What commonly occurs is that we begin classroom instruction by issuing everyone the same text, we assign everyone the same number of pages to read, everyone hears the same lecture, at the same time, in the same place, everyone gets the same test, and we compare everyone against the other. This can be an effective model, sometimes it's the most efficient and appropriate method for the situation. However, too often this pattern becomes the only method and gets repeated over and over during the semester. We simply ignore what we know about readiness. Students are not all at the same point along the learning continuum. We ignore learning style. Some do not learn effectively through reading; others do not learn well by listening; others lack writing skills; others are unable to express themselves orally. Some learn through experience and direct application. Some are productive in the morning; others work better at night. How often do you design a lesson that provides an opportunity for students to choose the mode they prefer?

Do we know how to diagnose? Yes! Again, we are familiar with many commonly accepted methods that have been used for years. Most often these methods have been ineffective or generally ignored because in most instances there has been no systematic approach to ensure that anything was done with the data once it was gathered! Experience has shown me that once we "label" the student "average, below average, gifted, retarded," or whatever, that's the end of it. Put the report in the file . . . the job is done! So, now when the student fails to learn, we can justify the lack of achievement by recalling the label. "Oh, he's a non-reader," as if that will explain it all away. To be satisfied with the label as an adequate explanation for much of anything is a feeble excuse not to individualize.

Below are some of the diagnostic tools that you will recognize. Place a check in the box beside the ones you use regularly. How have you made use of the information to influence instruction or placement?

- ☐ Standardized tests, rating scale, inventories, etc.
- ☐ Teacher constructed pre-tests.
- ☐ A structured interview with the student.
- ☐ Information from parents, doctors, clinicians, counselors, etc.
- ☐ A brief oral quiz over major objectives as a quick pre-test.
- ☐ Reports and recommendations from previous teachers.
- ☐ Others . . . that you have used.

Pages of data can be gathered on each student without much effort. In fact, many folders contain more information than we can use. Selecting the right kind of data to collect is an important consideration. If data isn't used to influence instruction or placement, then why bother to gather it, record it, and file it? Decide what you want to know!

Using Data

Following is an example of how specific, well chosen data can make an impact on the individual student's achievement.

TEACHER STATES THE PROBLEM	Steve is a 16 year old in a sophomore English class. He is apparently not interested. He misses class an average of twice a week. When he is in class he is not a discipline problem. He is near failing . . . low D.
DIAGNOSTIC METHODS USED	**Standardized achievement test results** taken from his file show that he is high average in grammar usage and punctuation, above average in vocabulary and spelling.
	Learning Style Inventory . . . a questionnaire designed by Rita and Kenneth Dunn[1] indicates he prefers to work alone or with an adult . . . prefers listening, does not like to read, although is only slightly below average for his age group. He prefers experiential learning to desk work in class.
	Information from parents . . . Steve works 20 hours per week painting signs in an advertising art shop. He has only one close friend and doesn't date. He has a car. They describe him as shy, a loner. This worries them. At home he watches sports on TV, does a lot of sketching and drawing, listens to records, reads outdoor magazines and Sports Illustrated. He enjoys his job at the display shop and is no trouble at home.
	Information from counselor . . . Steve has a job that occupies much of his study time. He is friendly and cooperative; is older than most sophomores; made A's and B's in art, wood, and P.E.; made C's and D's in math, social studies, English and science. When asked specifically about

[1] Dunn, K. and Dunn, R., **Teaching Students Through Their Individual Learning Styles**, Reston, VA: Prentice-Hall, 1978.

English, Steve says he can't concentrate in class. His mind wanders. He sketches or makes up memory games and loses track of what's going on in class. He doesn't do any homework and cuts class often because he's not prepared. Test scores show at least average ability.

USING THE DATA

The teacher called a conference with Steve and his parents. Test results and anecdotal notes were discussed. As a result of the conference it was decided the teacher should re-evaluate his actual level of performance. Just how much had he mastered?

The teacher asked Steve to bring in one of his outdoor magazines. They picked an article of suitable length and mutual interest. Steve read it and answered the teacher's questions over the content. He read with average speed and with at least average comprehension. He was asked to write a short paragraph summarizing the article. He did have a topic sentence, developed a thought, and had a concluding statement. Punctuation, spelling, and usage were adequate. It was concluded that Steve's poor showing was not due to lack of skill or ability. Motivation and learning style seemed to need attention.

DEVELOPING AN OPTION

Steve was willing to try something different. The teacher was willing to try to help him. Learning Activity Packets and programmed materials were considered because he prefers working alone. They were discounted because he dislikes required reading. Tutorial help was considered since he prefers working with one peer or an adult, but his achievement didn't appear to warrant that kind of help. A change of teachers was considered, but no personality clash seemed to exist. Steve wanted to do something that would allow him to move around and do something interesting but he had no idea how this would materialize.

The teacher tried to develop an idea around Steve's interest in outdoor activities. He appeared to show some enthusiasm for that approach. Together they examined the unit objectives. These included:

1. Reading and discussing five short stories (all five were related to the 1930's)
2. Mastering vocabulary list (50 words)
3. Writing an essay on the Great Depression.

The teacher was willing to modify these slightly to make them more relevant to Steve's needs. The teacher would also try to increase Steve's motivation by linking the objectives to an emotional issue . . . an interest area in which he might own some strong feelings.

NEGOTIATING OBJECTIVES AND ACTIVITIES

The teacher called an individual conference with Steve and made some suggestions about how the objectives could be modified. After discussion they emerged as:

1. Read 10 articles from outdoor magazines as a substitute for the required short stories.
2. Vocabulary list could remain the same.
3. He would write a research paper on the Encroachment of Man on Wildlife Habitat.

Classroom options included:

1. Could attend class
2. Use library and IMC
3. Use reading lab
4. Conduct interviews within the building
5. Conduct interviews of outside resource persons over the phone

The activities included:

1. Interviewing science teachers in the school
2. Researching the articles from outdoor magazines
3. Viewing any related films, filmstrips in the IMC
4. Within a week a 4 page rough draft was due. An attempt would be made to use new vocabulary words.
5. Develop ideas to illustrate the paper with his own drawings
6. Establish criteria for evaluation.
   - 6.01 Parents statement re: work done at home
   - 6.02 Self evaluation-effort, thoroughness of preparation
   - 6.03 Teacher evaluation-quality, accuracy

Writing an Instructional Prescription

A helpful format . . . to be completed by the teacher as a guide to planning and problem solving.

Desired Learner Outcome:

1. Steve will take more of an interest in English
2. Steve will close the gap between standardized test results and actual performance, raise his grade.
3. Steve will accept responsibility for his own learning.

Teacher will Facilitate Attainment of Outcomes:

1. I will consult with his parents, other teachers, and counselor to confirm or re-focus my perceptions about Steve.
2. I will administer a learning style inventory.
3. I will verify his scores in English on Standardized tests.
4. I will share all relevant data with Steve and his parents in a conference . . . enlist parent support and approval.
5. I will consult with any specialists necessary to develop a satisfactory plan for Steve's improved performance.
6. I will develop instructional options that satisfy my needs and Steve's.

Learning Activities to Enable Outcomes:

1. Modify course objectives to make them more relevant to Steve's interests and ability.
2. Design activities that give Steve a greater sense of ownership and control . . . increase motivation.
3. Identify resources that are appropriate and accessible.
4. Agree on content, due dates, evaluation procedures, etc.

Student Behavior Accepted as Progress:

1. Steve will agree to some specific objectives.
2. Steve will suggest, design some of his own activities.
3. Steve will meet due dates.
4. Steve will verbalize more enthusiasm, interest.
5. Steve will complete all mutually agreed upon tasks.

Evidence Accepted as Proof of Outcome:

1. Grades will improve.
2. Attendance will improve.
3. All due dates will be met, all tasks completed.
4. Steve will want to repeat the process.

A Word of Caution . . .
Confusing Teacher Values with Student Needs

One of the biggest hang-ups I have encountered in working with teachers who are attempting to individualize for the first time is the potential values conflict that surfaces when the student identifies a need, or an objective to pursue, that is not in keeping with the teacher's belief or perception of what is "good" for the student. A few typical examples . . .

> The student wanted to specialize, to study a narrow topic in depth. The teacher valued diversity and a broader perspective. Another would be the student who chose independent study and preferred to do nearly everything alone. The teacher believed it was essential for the student to be "well adjusted" and to work effectively with others. A third example is the student who had all the potential to become an engineer, but dropped math and science in preference to refinishing antique furniture and doing custom woodworking. The teacher was frustrated by this "waste of talent."

When designing individualized programs, or when diagnosing strengths and weaknesses, you have every right, even the responsibility to ask the hard questions. Make the student defend his choice, provide an intelligent rationale, and state the possible consequences of his decisions. Once you have given the student and the parents as much unbiased (sometimes even biased) information as you can and the consequences have been thoroughly examined, believe the final responsibility for choosing educational objectives rests with the family.

Remember, you're starting with clearly stated, well conceived objectives and appropriate options, resources, and activities designed by you. Therefore, the potential conflict of interests arises when you are unwilling to accept a given student choosing or valuing objectives or activities that are incongruent with your perceptions about the student. You must respect students' ability to choose what is right for them. This is important to the transfer of ownership discussed in Chapter Two. Students will discover soon enough that they don't always choose wisely. But, when they are held accountable for their decisions, they do learn to accept their responsibility. Less and less they will find fault with others, or concern themselves with fixing the blame. Perhaps it is in high school that we find the safest, most secure environment in which to allow adolescents to "test out" adult behaviors and deal with an occasional failure without risking too much.

Competency Test: Chapter Five

Use the form on the following page to create an instructional prescription for one student. Choose a student whose learning problem is obvious enough that you can clearly state it. This will help you in determining the desired outcomes, etc. When you've finished, ask yourself . . .

1. Are my outcomes (objectives) for the student clear? Realistic?
2. Do I have adequate support, resources?
3. Are the learning activities appropriate to the outcomes?
4. Will I be able to tell if the student is making progress?
5. Can I evaluate the outcomes effectively?

Writing Instructional Prescriptions

Desired Learner Outcomes	Teacher Behaviors to Facilitate the Outcomes	Enabling Learning Activities	Student Behavior as Evidence of Progress	Evidence Accepted as Proof of Outcome

CHAPTER SIX

USING RESOURCES

How Many Ways Can It Be Learned?

Competency #1

Using the format provided in this chapter, you will create some options related to a specific objective or competency from your own course.

USING RESOURCES

As I stated in the Introduction, there are certain variables that remain constant within any classroom regardless of grade level, size of school, type of program, location of school, etc. I believe this set of variables will include what might be described as the "tools" for organizing and managing the instructional process. These are the tools every teacher has readily available at all times to construct a framework upon which to hang the procedures and activities of the classroom.

For nearly any objective, there is probably more than one way it can be taught and accomplished. For the benefit of the skeptics, I'll admit that some content areas lend themselves more readily to creating options than do some others. Accept this as a given, not as an excuse to avoid seeking creative, new approaches to old methodologies. In most instances, we are limited only by our own failure to perceive, to act, to create.

In the following exercise, I've attempted to provide a simple, specific approach that will allow you to experience, even test out my belief, that you can create options for almost any of your course objectives. Before you begin, remember some of the "laws" from Chapter Three. Begin small; pick a fairly simple objective; and create only a few options that seem reasonably easy to control. In any of the categories listed on the form, feel free to add your own. I'm certain you'll think of some that I haven't included. If you find yourself struggling, enlist the help of a colleague. The addage, "Two heads are better than one," proves to be true time after time.

Work a Competency of Your Own Choice Through the Steps

Step I — Choose a specific competency from your course of study and write it out completely. It should clearly state what the learner is expected to know or do.

_____

_____

_____

_____

Step II — Identify some possible enabling activities. How many activities can be designed that will enable students to attain this competency?

_____

_____

_____

_____

Step III For this objective (competency), which of these activities must be required? How many can be optional?

Required	Optional

Step IV What can **you** vary? For this objective examine the instructional tools that you have at your finger tips and select those that suggest some optional experiences, methods, or resources for students. As you identify some, make notes in the column "How" and do be specific as to how the variable can be changed or modified in response to individual needs.

What can you vary?		**How? Be specific**
CONTENT	TEXT BOOKS MAGAZINES FILMS TAPES RECORDS RESOURCE PERSONS	
TIME	MORE LESS SEQUENCE BENCHMARKS DUE DATES	
PROCESS	LARGE GROUP SMALL GROUP CONTRACT COMMUNITY BASED INDEPENDENT STUDY ONE TO ONE	
LEARNING STYLE	AUDITORY VISUAL TACTILE KINESTHETIC COMBINATION	

What can you vary?		How? Be specific
CHALLENGE AREAS	ADVENTURE AFFECTIVE SKILLS CREATIVITY COGNITIVE SKILLS FUTURISM RESEARCH SERVICE	
ENRICHMENT	IN DEPTH SPECIAL PROJECTS INTERNSHIP	
REMEDIAL	CONTENT TIME REFERRAL LEARNING STYLE	
INTERESTS	STUDENT'S INPUT	
EVALUATION	PRODUCT WRITTEN EXAM ORAL EXAM STANDARDIZED TEST TEACHER MADE TEST DEMONSTRATION COMBINATION	

Competency Test:

You've just completed it! Now that you've worked through the exercise, are you satisfied with what you've created? Is it responsive to individual needs? What specific needs did you target? Are the options clearly related to the objective? Do any appear superficial? How can they be improved? Could you manage your options in a classroom? How would certain individuals benefit?

CHAPTER SEVEN

MOTIVATIONAL TECHNIQUES

Can Apathetic Learners Ever Change?

Competency #1

Given eight elements of motivation you will select those you are presently using successfully and those you would like to acquire.

Competency #2

You will identify those teacher behaviors you believe are most effective in motivating students.

Competency #3

You will select, and consider for implementation, those teacher behaviors you value most for their potential to motivate.

Competency #4

You will analyze for yourself your ability to motivate students.

Competency #5

You will identify those motivational techniques that would be most appropriate for an options program . . . individualizing.

MOTIVATIONAL TECHNIQUES
Can Apathetic Learners Ever Change?

Dr. Gary Phillips, Professor of Education at Simon Fraser University, preceeded me as director of LEARNING UNLIMITED. He is an exceptionally skilled and knowledgeable person in the area of motivation. Following are eight elements related to motivation that can be adapted to influence classroom activities in a positive way. These elements can be converted into methods that have the power to change some apathetic learners into enthusiastic learners. We haven't succeeded with every student in LEARNING UNLIMITED, but these strategies have helped some "turned-off" youngsters to "turn-on" to school.

1. **SIGNIFICANT RELATIONSHIPS** — The teacher relates and communicates to the student in ways that say "you are a valuable person, you are unique, interesting; I enjoy our time together." This requires **teacher** to function **as** counselor with some one-to-one dialogue.

2. **INCREASED EXPECTATIONS** — Now that the student has learned to value the relationship with the teacher and feels comfortable in the presence of the teacher. It is then time to increase the demands in a way that says, "Because I care about you, I want what is best for you and that means I will only accept excellence from you because that will make you proud and please me also." "You may re-do, but it must be perfect."

3. **USE OF PEER GROUP POWER** — Form small groups and give the group a task, preferably in competition with similar peer groups: Make sure each member of the group has a subtask or role contributing to the entire group project. Make the group members responsible for each of the individual members. Example: "The task for your group is to make sure each and every member raises their grade in English one letter grade this six weeks."

4. **VALUE UNIQUENESS** — Help students discover, understand, and prize their own uniqueness and to use their uniqueness to contribute to school endeavors. This requires a diagnostic-prescriptive approach to instruction that says, "You are all gifted and talented, let me help you discover your areas of giftedness."

5. **FIRST-TIME EXPERIENCES** — Provide first-time experiences for students by brainstorming a list of experiences and places students have never been. The rationale here is that students are forced to behave differently in a new environment and the first effort at any experience is the most frustrating, most rewarding, and has most impact on changing the individual or potential for learning.

6. **INSTRUCTION BEGINS WITH THE QUESTIONS AND CONCERNS OF THE LEARNER** — Open the class with dialogue that asks, "How is your world today?" "I'll take the responsibility as a teacher to relate your concerns to our tasks in social studies or English." "The time we spend together today will be valuable for you and we will finish the task I require to make progress in this course but we will also deal with your concerns about life even though they may not relate directly to school and my course." This requires an **Inquiry Approach** to Instruction, use of techniques like the **Glasser Classroom Meeting**, or granting credit in an academic course for real-life experiences. Crisis is readiness for learning. Example: If the student is concerned about an impending visit to traffic court, then create a project that is related to his concern about that experience and helps him learn from the experience but also meet demands of a course.

7. **STRONG FEELING-EMOTION MUST BE ATTACHED TO THE EXPERIENCE IF IT IS TO MOTIVATE** — Teachers create classroom experiences that are emotionally charged (even with negative emotions like hostility and conflict). Begin by listing the strong emotions like pleasure, anger, life, compassion, fear, humility, etc. and then set up experiences in the classroom or assignments at home or in community that are high risk, competitive in nature, scary, exciting, adventuresome, fun, exhilerating, etc.

8. **TEACHERS MODEL THE BEHAVIORS THEY TEACH** — If you want enthusiastic learners, then you, the teacher, must consciously and daily model enthusiasm — by soliciting feedback from others and practicing in front of a mirror. Conversely, if you want students to be hostile and destructive to each other, daily model that behavior for them.

> Time for self evaluation again . . . go back and put a big plus beside the ones in which you are fully competent and using regularly at the present time. Circle the ones you work at occasionally. Put a minus beside those you need to work on. How do you rate your ability to motivate?

For a workshop with teachers, Dr. Phillips researched the views of some authorities on the subject of instructional techniques that can influence behavior in a positive way. These methods are summarized and presented here for your consideration and to allow you to make some personal judgements as to their potential. I encourage you to pay particular attention to the descriptions of teacher behaviors associated with each technique. Circle the techniques you value. Put a plus beside the ones you believe are most effective. Are the ones circled and the ones marked with the plus identical? Why? Choose 4 of the 8 that you believe would be most important to implement effective classroom options.

Instructional Techniques That Change Behavior

Technique	Instructional Activities	Teacher Behaviors
1. Reward, Force, Threat, Manipulation (Behavior Modification and ideas taken from B. F. Skinner)	Learning activities are tied to "if-then rewards and punishment" Control, Conformity, and Uniformity Desk work, Worksheets, Repetition	Rewards students with grades, free time verbal praise, etc. Confronts or punishes rebellious Students call parents to praise Student progress, keeps wall charts of student progress.
2. Students learn in different ways. The best teaching method is a variety of instructional activities covering the same skill or content are (controlled redundance) — Edgar Dale and Renshaw, Dunn and Dunn.	Lecture Audio-Visual Simulations and Role Play Inquiry Independent Study Group Discussion and Project Community-Based Activities Programmed Instruction	Uses a variety of instructional activities to teach some skill or knowledge. Creates classroom options and allows students to choose the process.
3. New Experience — Challenge Activities, exposure to first-time experiences and new environments — Maurice Gibbons in **The New Secondary Education** and Victor Frankel.	Real Life Experiences are related to subject and given credit. Community-Based Activities Role Play and Simulations Challenge Experiences Use of Television Confluent Education (Affective-Academic) Intensive Education	Arranges challenge activities Diagnoses needs and prescribes activities Gives credit for non-school activities Individualizes project activities Forces student to apply subject matter to real life situations Includes affective concerns with assignments Varies time for completion of tasks by students

4. **Success or Achievement in learning endeavors (see Ben Bloom, Glasser, Saul Gellerman).**	Diagnostic-Prescriptive Approach Contract Learning Peer Tutoring Master Learning One-to-One Tutorial Small Group Project	Teacher Diagnoses Arranges experience that brings mastery and success for all Sets a positive, hopeful climate Individualizes standards Permits student choices of activities
5. Pygmalian Effect Self-Fulfilling Prophecy Raising Expectations (Maxwell Maltz in Psycho Cybernetics and Robert Rosenthal)	Competency-based instruction Mastery Learning Small Group Tasks	Acts in ways that encourage and communicate faith in students Transfers ownership to students for success Varies instructional processes
6. Targeting, Securing ownership or commitment (See William Glasser and Peter Drucker)	Contract Learning Competency-based Instruction Credit based on performance not time Group and Individual Tasks	Sets targets Secures commitments in writing Encourages, rewards, praises progress Permits student choices
7. Cognitive Dissonance — Feedback which blocks or prevents a repeat of existing behavior (See Piaget and Festinger)	Moral Dilemmas Inquiry Approach Group Discussion	Provides feedback Structures instructional activities
8. Modeling or Significant Other (Adult and/or peer models)	Use of Group Dynamics Small Group Project Peer tutoring Student led activities	Functions as teacher-as-counselor Models desirable behavior Arranges student contact to maximize peer influence

"Behavior Changes precedes attitude change or insight thus when we can get students to try new behavior, their attitude will change."

"Failure is valuable if it is **owned** in a non-threatening environment."

"If a student tells a teacher, 'Mrs. Jones, I wouldn't have made it without you; you are a great teacher,' the teacher has done something grossly wrong and ultimately unfair to the student."

There are two additional motivational concepts that we have used successfully in our program. I feel limited by space to describe these in detail because they can be found elsewhere. However, a brief explanation would be appropriate. If you're interested in receiving a more detailed account, you can write to me and I'll send the information.

Challenge Education

The Phi Delta Kappa has selected Challenge Education as a model for secondary schools as one response to making the transition from adolescence to adulthood more meaningful and relevant.[1] The basic concept is to identify specific course competencies that call for the acquisition of adult living skills and build them into one or more challenge areas. The Seven Challenge Areas are:

LOGICAL INQUIRY . . . identify, use, and evaluate a variety of resources to systematically gain information which is useful to the student (investigation, research).

Examples: research a case at the law library; interview victim of crime; conduct research on social/political/religious groups; follow a bill through Congress or state legislature; conduct an environmental impact study; take a public poll; etc.

CREATIVITY . . . explore, cultivate, and express one's own imagination artistically.

Examples: participate in a talent show; learn photography or film making; work with a disc jockey on radio; produce a work of creative writing — e.g., a poem, short story, or play; learn pottery; write a song; learn to play a musical instrument; develop hybrid flowers; etc.

VOLUNTEER SERVICE . . . identify a human need for assistance and provide it; show evidence of responsibility to the community through voluntary action.

Examples: entertain at a nursing home; coach an elementary basketball team; help physical therapist with crippled children; conduct a neighborhood clean-up campaign; tutor; teach a Sunday school class; work in recycling project; etc.

ADVENTURE . . . display courage, endurance, and coping skills in an unfamiliar environment.

Examples: travel alone; camp/canoe/backpack in a wilderness area; shadow a social worker at a mental hospital; live for a week with a city/rural family; ride with a canine patrol officer, etc.

PRACTICAL SKILLS . . . develop proficiency in a skill for which the student was formerly dependent on others.

Examples: tune an automobile engine; grow a garden; remodel a room; refinish antique furniture; take a life course at the Red Cross; learn to cook; fill out family income tax forms; etc.

WORLD OF WORK . . . develop a marketable skill (through career exploration, on-the-job training, internship, etc.) that could lead to sustained employment.

Examples: intern with a lawyer; obtain a part-time job; serve as a teacher's aide; intern

[1] Duckett, Willard, "WALKABOUT," PHI DELTA KAPPA, Bloomington, Indiana, 1979.

at hospital/clinic/doctor's office; conduct a community survey on unemployment; develop a marketable skill; etc.

COGNITIVE DEVELOPMENT . . . show evidence of an independent, in-depth study in one of the academic disciplines.

Examples: improve descriptive writing skills; learn to program a computer; work on school publications; locate rare documents in the state archives; conduct a genealogy search; do an independent study in physics, history, government, biology, etc.

Dreikurs's Model of Logical Consequences

Probably the most widely accepted model for classroom discipline, and control, is the authoritarian model. The authoritarian model is based upon students' behavior being influenced almost exclusively by external controls. This method does work! It is an efficient means of managing large groups of people. However, it is perhaps not the most suitable way of motivating people to take responsibility . . . to take charge of their own lives. In working with students, one of our goals is to teach them to accept responsibility and to be accountable for their behavior and the consequences of the decisions they make.

Rudolph Dreikurs, M.D., has described a model that differs in several ways from an authoritarian approach.[1] In applying his method based upon logical consequences, one must understand that the technique is not applicable in all situations, and is most successful in dealing with attention-getting misbehaviors. The teacher must try to analyze the goal of the student before proceeding. Logical consequences should offer the student a clear and logical choice of behavior and results. The student must perceive that he has a choice and accept the relationship of his choice to what followed. Firm but fair is a good rule of thumb in application. You should try to be objective, but interested in the situation and its outcome, and try to remember that you are involved in a learning process — not in a judicial proceeding. Instead of being angry, try to be understanding and empathetic.

LOGICAL CONSEQUENCES	AUTHORITARIAN
1. Expresses the reality of the social order, not the person.	Expresses the power of a personal authority.
2. Is intrinsically related to the misbehavior.	Often there is no logical, only an arbitrary connection between misbehavior and consequences.
3. Involves no element of moral judgment.	Inevitably involves some moral judgement.
4. Is concerned only with what will happen now.	Deals with the past.
5. Invokes the consequences in good faith.	Is often characterized by open or concealed anger.

[1] Dreikurs, Grunwald, and Pepper, **Maintaining Sanity in the Classroom**: Harper and Row, 1971, pp. 80-89.

Competency Test:

After reviewing the motivational techniques and teacher behaviors described on pp. 36-37 in this chapter, I believe my strengths for motivating students are:

_____

_____

_____

_____

Some additional methods I could use to improve my skills would include:

_____

_____

_____

_____

CHAPTER EIGHT

EVALUATION

Acceptable Measures of Achievement

Competency #1

You will identify from a list of twelve evaluation methods those which you presently employ on a regular basis.

Competency #2

You will identify those "non-traditional" methods that you could learn to use effectively with an options program.

EVALUATION

Before we evaluate students, we need a clear vision of what it is we're attempting to measure, and why. In speaking with English teachers at North Central High School, Dr. Jan Guffin, Department Chairman, explained that evaluative criteria, the standards by which we measure performance levels, can be viewed as either minimal or aspirational. These could represent opposite ends of a continuum. Generally, standards are derived in one of two ways. They are either descriptive, "laid-on" by some external agency or person. Or, they may be prescriptive, derived from input by those who may share the responsibility for the stated outcomes. Furthermore, standards (evaluative criteria) consists of two elements, quantitative and qualitative. When considering individual differences, it is wise to remember that such standards are relative. What is a minimal level of performance, in either quality or quantity, may represent the level of aspiration for another. Also, what emerges as prescriptive (evolves from teacher and learner input) for one, could easily be descriptive (laid-on) for another. The question Dr. Guffin raises is how can we write standards of performance that are realistically between minimal and aspirational without over simplification? In attempting to answer this question, we should probably try to find a means of achieving the right blend of prescriptive and descriptive standards for a given student . . . one with a special need.

Standards of performance for most school districts are written in a way that reflects a hierarchy. We begin with district goals that are necessarily broad, sweeping in their scope. School goals are less general, departmental goals are even more specific, and course goals are very specific. In fact, we are more likely to hear these outcomes referred to as objectives. Within the course, these goals (objectives) may need to be further reduced . . . made more specific for given individuals. It should follow that when attempting to measure the degree of success in attaining goals, the criteria or standards for measuring performance will follow that same pattern. The movement will be in the direction from general, group outcomes reported on entire school district populations to a personalized standard that may deviate from standards of performance for the class because an individual in the class has a special need.

In creating an options approach, you need the freedom to generate personalized outcomes. You need to bend and flex objectives, not to deviate from acceptable performance standards, but to make them realistic to the needs of the learner. Remember back in Chapter One, you agreed that these differences are real. Standards are relative. Are you interested in measuring growth and progress? Or, are you measuring against an absolute standard of performance? Either measure is legitimate and appropriate . . . if used on the right occasion for the right purpose. When you are confronted with a situation that tells you that a given student is totally unprepared to compete against the norms established for your class, you'd be advised to consider some alternatives . . . create some options. Conversely, when you find that individual who obviously is head and shoulders above the others in the class, again, you'd do well to consider some alternatives . . . I repeat create some options!

As the needs of the individual are met through especially designed objectives, activities, and resources that are mutually agreed upon by you and the student and his parents, it calls for the acceptance of evaluative methods that have generally been overlooked. When you ask the question, what will be acceptable evidence of goal attainment? You may find nontraditional evidence requires nontraditional methods of evaluation. Here are twelve methods that have been

used successfully, at one time or another, by teachers in LEARNING UNLIMITED. We believe that when used properly, any of these methods have adequate validity and reliability. The best methods will combine qualitative and quantitative information. For example, a portfolio of student work should reflect both the quality of the work and how much has been accomplished. This evidence can be compared to performance standards for that student alone, or to the norms established for the class. Read through the methods of evaluation and circle the ones you have used regularly and consistently. Put a check beside the ones you've used occasionally. Place an X beside the ones you've never used. Are there some that have potential value for you? Are there any you totally reject? Why?

Methods of Evaluation

1. Teacher made classroom tests
2. Teacher constructed departmental exams
3. Teacher graded papers; homework, etc.
4. Self assessment by students; daily journal, rating scales, etc.
5. Peer evaluation; checklists, daily logs, etc.
6. Questionnaires returned from parents, tutors, other teachers
7. Files, portfolios
8. Systematic, structured interviews
9. Formal, structured observations
10. Games, simulations, contests
11. Standardized tests
12. Holistic scoring (multiple evaluations done by a team of teachers)
13. . . . add some of your own

Competency Test:

Identify those evaluative methods that you believe to be valuable and effective. Describe how you might adapt these methods to give you adequate variety and flexibility to evaluate individualized objectives/outcomes for students in your classes. (Don't think about all your students . . . remember the "laws?" Begin small, think about one or two who may need personalized instruction.)

Judy Berkshire, Jay Hill, and Mike Cupp discuss students' achievement.

Arlan Lickliter has developed sound methods for evaluating community experiences in P.E. and business.

Joan Pompei has created options for students in as many as four different courses taught in one semester.

CHAPTER NINE

THE LEARNING CONTRACT:
A Powerful Teaching Tool

Competency #1

You will be able to list the basic components that go into a learning contract.

Competency #2

You will create a contract with at least one student covering a period of time not less than two weeks, nor more than six weeks. A minimum of one cognitive objective and one affective objective will be included. More than one method of evaluation will be used and the student will be accountable for contributing self assessment data toward the final grade.

LEARNING CONTRACTS

Now that you have worked through several of the variables that strongly influence the teaching/learning process, you should have the skills and information required to create an effective learning contract. Contracts are deceptively simple. Beginning with just a few key words on a page, you can develop an instructional plan for any individual, or any size group. It is this tremendous flexibility and simplicity of format that gives you the power to individualize, and personalize instruction, without personally having to design 30 separate lesson plans for 30 different students!!

By now you have experienced the analytical thrust of the diagnostic/perscriptive approach and can more readily identify those who need that degree of individualization. You are more aware of your own teaching style, and the various learning styles of your students. Thus, your understanding of individual differences has increased, and it is easier to respond to them effectively. You have also had an opportunity to examine the methods and activities that allow you to implement course content efficiently, but with variety. When learning targets are clearly stated, and the quantity and quality of experiences are appropriately structured, you have seen that objectives can be attained by all students. You have learned how students' motivation can be improved by your high expectations for performance. In a supportive, encouraging environment, students can accept responsibility for achieving stated outcomes that they have played a real part in designing. The negotiated learning contract is extremely helpful in the transfer of ownership from teacher to student. Finally, you have seen how terribly limited we are in our attempts to evaluate students' achievement. Now, you may be more willing to take advantage of a broader, more comprehensive range of evaluative techniques. The net result should be finer discriminations among students, more equitable results based upon individual needs and differences. Regarding the matter of evaluation, there is one other benefit that I feel is equally as important as your ability to arrive at a fair and equitable grade. That is to involve students in ways that force them to be **active** participants in the evaluation process. Learning and developing the skills of self evaluation will prove to be an advantage to young people to bridging the gap between adolescence and adulthood.

As a review, let's list the essentials of a good learning contract. In one way or another, an adequate learning contract must include:

1. A statement of purpose . . . in other words, why bother? What is the stated need or concern that would justify or give a legitimate rationale for putting a student on a learning contract.
2. Clearly stated specific goals and objectives . . . these can be related to personal challenges, to general content, special interests, etc. The most important thing is to be certain that specific outcomes are targeted!
3. Identify the activities and resources . . . those that will be required to accomplish the stated objectives. These might include textbook assignments, assigned supplemental readings, films, tapes, internships in the community, etc.
4. Include a calendar of dates . . . when are tests scheduled, assignments returned, conferences held, final evaluation, etc.?

5. A description of how the outcomes will be evaluated . . . prior to the actual grading of objectives, agreement must be reached on the procedures of formative and summative evaluation, identify the parties responsible for contributing input toward the final grade (teacher, student, parent, community resource person, resource teacher, etc.)

The power of a learning contract comes from these five basic components. They guarantee adequate flexibility to articulate curriculum either vertically or horizontally. They allow latitude for use with any type of student, regardless of ability or learning style. Contracts provide structure! Specific details of any kind can be incorporated into any given contract. They provide a simple accounting system. The goals, competencies, activities, etc. all become a historical record of who has accomplished what during a six weeks and/or semester grading period.

Finally, negotiating a learning contract creates an interaction between students and teachers that calls for them both to modify their traditional roles in the educational process. Students must assume more responsibility for their own educational programs and outcomes. Teachers must relinquish some of the decisions about the use of resources, nature of learning activities, and time utilization in favor of the students and their parents. You have seen the potential power of contracts as a teaching tool as you've worked through this handbook.

Competency Test: Chapter 9

Your competency test over this chapter is to create a learning contract form of your own design. You may want to use ideas taken from some of the sample contracts that are included on the next few pages.

Once this has been accomplished, compare it against the essentials of a good contract described on the previous page. Is it complete enough?

If you're satisfied, select a student for whom it would make good sense for you to place on a learning contract. A typical response might be a student who needs some type of short term remedial help, or one who could work ahead of the class independently, or someone who may have a special interest, talent, or resource to pursue a special topic in a creative way . . . You choose!

Explain your rationale to the student and invite him to participate. You need to make clear why this offer is important and how he will be a better student as a result of this experience. Negotiate at least one cognitive and one affective objective with the student. Write the contract for a period of time not less than two weeks, but not to exceed six weeks. Suggest to the student several possible ways for evaluating the outcomes. Be certain the student is responsible for a measure of self assessment to be included toward the final grade. As a final check on the contract, you may want to refer back to Chapter 3, Teaching Methods, and review the "ten laws" for creating effective classroom options under the heading Program Yourself for Success.

As you monitor the contract in progress, be certain to include some conference time with the student that requires him to give evaluative feedback on his progress and the process. This will ensure that the final evaluation of the contract experience is formative as well as summative. Good luck! Learn from your failures; build on your successes! Keep trying! There is no way, if you have had the self discipline and determination to work through these chapters to this end, that you are the same teacher now as when you began!

Jim Ellsberry

LEARNING STYLES . . .
REQUIRE A VARIETY OF
TEACHER CONSTRUCTED
RESPONSES

LEARNING CONTRACT

NAME Sweela C. GRADING PERIOD 1

SUBJECT Psychology TEACHER Pompei

Personal Goals

1. To accomplish the objectives of this class
2. To learn more about the various types of psychology
3. To become a more independent learner
4. To improve my self concept

Objectives

1. To define psychology as a science, pp. 15-18 text
2. To discover how the mind influences the body, p. 70
3. To learn how psychology effects society, pp. 120 text
4. To discover how people learn, pp. 144-150 text
5. To learn about cognition, pp. 140-144 text
6. To participate in a community experience

Activities

1. Attend seminars on M.T.W., 8:30 a.m.
2. Write out specific objectives from the text
3. Complete all class assignments
4. Meet with the teacher on assigned conference dates
5. Pass 6 weeks exam with at least a "C"
6. Visit and interview teachers at the Montessori School
7. Do extra reading in "The Working of the Mind and Body"

Evaluation

1. Quantity of work contracted for completion
2. Attendance and participation at seminars
3. Quality of completed class assignments
4. 6 weeks exam

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Karen C. GRADE 10 PERIOD 2

SUBJECT Physical Education TEACHER Lickliter

Areas of Special Interest 1. Equitation 2. Swimming 3. Bicycling	**Goals** improve skills for competition increase stamina up to 200 yards just for fun
Team Sports Options 1. Volleyball 2. 3.	**Goals** learn rules, basic skills of setting and serving
Challenge Area 1. Slimnastics 2. 3.	**Goals** improve flexibility, lose 3 pounds in 6 weeks

Activities	Time/Hours Per Week	Place	Supervisor
1. Equitation	3 hours/week	Stable	Mr. Cox, Trainer
2. Swimming	2 hours/week	School	Mr. Lickliter
3. Bicycling	2½ hours/week	Home	Parents
4. Volleyball	1 hour/week	School	Mr. Lickliter
5. Slimnastics	2½ hours/week	Home	Parents

Evaluation

1. Statement from Mr. Cox showing improved riding skills
2. Swim non stop up to 200 yards
3. Pass volleyball skills test
4. Lose 3 pounds in 6 weeks — show improved flexibility
5. Participation at school in teacher's activities

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Leslie S. GRADING PERIOD 1

SUBJECT English 5A TEACHER Berkshire

Personal Goals

1. Read and document 900 pages — variety of sources
2. Service challenge area — 2 hours per week helping at Methodist Hospital in the children's ward
3. Keep journal documenting my experiences at the hospital and my personal reaction to those experiences

Objectives

1. Course objective II item B, C, D, E
2. Course objective III item A
3. Course objective IV item B1, B2, B3

Activities

1. Review exercises in chapter 18, text — plus mastery test
2. Read chapter 3 "Modern English in Action" unity in paragraph
3. Read and summarize "Long Voyage Home," by Nancy Means Wright, July issue of **Seventeen** . . . demonstrate unity
4. Review chapter 19 in text — plus mastery test
5. Write minimum of 3 essays for seminars with Judy B.
6. Learn meanings of 15 new words, pass voc. test 6 weeks

Evaluation

1. Grades on mastery tests over chapters 18 and 19
2. Grades on essays
3. Grade on 50 word voc. test . . . min. 80% accuracy
4. Participation in Seminars
5. Quality of work in community experience
6. 6 weeks exam

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Marla F. GRADING PERIOD 1

SUBJECT World History TEACHER Pompei

Personal Goals

1. Develop social studies skills . . . researching, comparing, contrasting
2. Learn more about ancient middle east
3. Learn more about ancient Greece and Rome
4. Become a more independent learner

Objectives

1. Complete performance objectives I and II
2. Work on map reading skills and paraphrasing from readings
3. Complete one community experience
4. Complete one challenge goal

Activities

1. Complete objectives I and II using text as basic resource
2. Attend class M thru Th
3. Complete all assignments
4. Visit the art museum on Penrod Day
5. Go to the Greek Festival
6. Cook a Greek meal for my family

Evaluation

1. Completion of contract items
2. Attendance at seminars, plus participation
3. Quality of community experience
4. Quality of challenge goal — parents help evaluate
5. 6 weeks exam over major objectives
6. Quality of research comparing and contrasting ancient civilizations to our own

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Christa C. GRADE 11 PERIOD 9

SUBJECT Business Organization and Management TEACHER Lickliter

Special Interest Area

1. Career goals: merchandising, cruise director
2. Inquiry areas: merchandisors, teachers, doctors

Time Available for out of school involvement

1. 1:00 - 3:00 p.m., 2 days/week

Planned Community Experiences

1. Observe/interview Mr. Peter Hardin, hospital administrator
2. Interview commodities salesman
   marketing researcher
   insurance salesman
   collection agent
   entreprenuer, Mr. Mel Simon
   special ed. teacher
3. Observe on the job an attorney, judge, bakery owner

Major Course Objectives

1. Read chapters 1 thru 3 in the text — answer questions at the end of each chapter
2. Do career research project — interviews/observations, gather, record, publish my findings
3. Organize a manual on how to begin a business
4. Study local businesses — questionnaires, interviews, observe
5.

Evaluation

1. 6 weeks test grade
2. Quality of community project
3. Quality of research project

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Chris R. GRADE 11 PERIOD 2

SUBJECT U.S. History TEACHER J. Hill

Personal Goals

1. Improve interviewing and notetaking skills
2. Be more analytical in my reading
3. Greater appreciation of my American Heritage

Objectives

1. Complete general goals 1 thru 4
2. Identify the idealistic concepts for government included in the Declaration of Independence
3. To learn what change has occurred over the years to the Republican Platform

Activities

1. Read text, chapter 1-4
2. Compare and contrast the Magna Charta the Mayflower Compact and the provisions set forth in each. Essay due September 5
3. Read/analyze the content of the Declaration of Independence . . . include discussion about the authors and their feelings about the document. Paper due September 12
4. Visit campaign headquarters of Republicans. Discuss platform planks with credible resource person. Tape the interview for presentation in class

Evaluation

1. Grades on weekly quizzes and 6 weeks exam over text
2. Quality of research paper
3. Quality of community project
4. Participation in class

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Lisa M. GRADING PERIOD 1

SUBJECT Sociology TEACHER J. Hill

Personal Goals

1. To gain more knowledge in a field that interests me
2. To learn to get involved in the community
3. To get involved with people of different backgrounds

Objectives

1. To gain a better understanding of people different from myself
2. To gain a better understanding of some social problems
3. To explore the problems of child abuse in Community Hospital, as compared to that in a state institution
4. To complete all objectives

Activities

1. Create a research design on the problem of child abuse in Community Hospital as compared to that in a state institution concerning how many cases are reported, and the methods of treatment. Will submit data, write paper and make a class presentation.
2. Classroom studies
3. Paper: How the report of child abuse is handled
4. Paper: Religion in public schools

Evaluation

1. Class presentation: quality, quantity of information, clarity, organization
2. Paper (#3) due September 11
3. Paper (#4) due September 18
4. Quality, content, grammar and usage

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Dawn A. GRADING PERIOD 1

SUBJECT English (Sophomore year) TEACHER J. Pompei

Personal Goals

1. To improve my reading skills
2. To improve my writing skills
3. To improve my study skills
4. To improve my speaking skills
5. To become a more independent learner
6. To be able to handle the responsibility in LEARNING UNLIMITED

Objectives

1. To learn to adjust my reading speed accordingly
2. To learn to follow directions and budget time on a test
3. To learn to use correct punctuation, commas, quotation marks, and underlining and capitalization
4. To pass a spelling test of 50 words with 90% accuracy
5. To write an essay answer following the 5-step pattern
6. To read a novel and several short stories
7. To learn 15 new vocabulary words with 90% accuracy
8. To participate as moderator, recorder, and discussant
9. CHALLENGE ACTIVITY
10. COMMUNITY EXPERIENCE for myself
11. To keep a journal
12. To interview a person or teacher I **haven't** met

Activities

1. Read pp. 155-157 in **Mod. Eng.** Do activities 1 & 2 (155-7) and 12, 13, 14, 15, 16 (167-169)
2. Read pp. 172-175 and do activities 20, 21, 22. Take reading-skill test and test in seminar
3. Read pp. 290-301; do practice 1-8. Read pp. 303-306 and do practice 9
4. Take test over 20 words, p. 466
5. Take Joan's seminar
6. List words from my readings and take quiz on my own
7. Participate in discussions in class
8. GREEK FESTIVAL (Sept.)
9. Interview (teacher)
10. Journal
11. Read & document 600 pp.

Evaluation

—quality and completion of contracted work
—attendance, tardies in class
—grades on class assignments, quizzes, exams

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Alan S. GRADE 10 PERIOD 4

SUBJECT Geometry TEACHER Olin

Course option for the 3rd grading period

☐ Maximum ☐ Average ☐ Minimum

Objectives for the 6 weeks

1. **Improve** grade from D to C
2. **Review** algebra — factoring and quadratic formula, p. 152.
3. **Review** previous proofs of parallel lines and planes, p. 77
4. Read and do problems in Chapter 5, applying congruent triangles
5. Community Challenge: Applying geometry in construction work

Activities

1. Attend class daily — complete all assigned work
2. Weekly conference with teacher — 8:00 a.m. Thursday
3. Meet with study group Monday, Wednesday and Friday in F167 at noon
4. Use programmed computer materials to review Sec. 3-1
5. Community experience: visit Dorris Construction Company

Evaluation

1. Participation in class, quizzes, homework, conferences
2. Peer evaluation from study group
3. Unit test over minimum objectives for Chapter 5
4. Report on how plumbers, electricians, masons, carpenters use practical geometry in their work

STUDENT _____

PARENT _____

TEACHER _____

LEARNING CONTRACT

NAME Jim E. GRADE 10 PERIOD 3

SUBJECT Ecology TEACHER Degler

Course Objectives

1. To do an in-depth study of vanishing forms of wildlife in Marion county
2. To investigate what plans there are in the metro area to preserve and conserve wildlife
3. To investigate how strictly laws are enforced to protect wildlife
4. To investigate how farm land, wood land, etc, is being used up for new development each year in the counties surrounding Marion county
5. To create a written report describing my findings, and illustrated with drawings and photos

Challenge Goals

1. Make list of recommendations for the metro area that would improve conditions for wildlife. These will be sent to Mayor Hudnut and the DNR
2. Make a list of careers and employment in conservation
3. Use the community for acquiring photos and interviews related to my research project

Activities

1. The above goals will supplement readings from the text, Unit X, Chapters 36-39
2. Interview personnel at DNR, State Office Building, including the Director 232-4020, Fish and Wildlife 232-4080
3. Interview Marion County Agriculture Coop Extension 633-3210
4. Interviews at Wildlife Ed. Service, 5149 W. 10th Street, 244-8068
5. Write for information from Sierra Club and Audubon Society
6. Prepare interview guide and letter of introduction
7. Prepare suitable illustrations and photos

Evaluation

1. Chapter quizzes and unit test over text
2. Quality of research paper . . . written mechanics including composition, spelling, grammar, etc. Thoroughness of preparation, quality of illustrations/photos, etc.
3. Oral exam by teacher over the terms of the contract.
4. Evaluations by community resource persons.
5. Recommendation prepared in suitable form to mail to Mayor Hudnut, Governor Bowen, and the DNR

STUDENT _____

PARENT _____

TEACHER _____

APPENDIX

MASTER TEACHER

MR. ROBERT FARIS
Social Studies

It is my pleasure to introduce you to a gifted and creative teacher, Mr. Bob Faris. I have been privileged to observe Bob's methods of classroom organization and management over a ten year period. He has truly forgotten, and thrown away, more ideas and information about creating classroom options than I'll ever know. For those of you who are caught up by the idea of options education, Bob Faris would be a most practical minded consultant.

The following pages are included here to assist in conceptualizing how to structure an options program in your classroom. These forms will show you how one man has done it successfully over an extended period of time.

THE EVOLUTION OF STUDENT ACCOUNTABILITY IN EDUCATION

1. Fun and Games — Maps on a Rug — "Ring Around"
2. "Show and Tell" — "Spot" — Vacation Artifacts
3. Encyclopedia/Notebook Reports
4. "Cut and Paste" — Collages — Posters
5. "Walt Disney" — Filmstrip/Movies/Slides
6. Scientific research employing community resources

   Step 1: Isolating the problem

   Step 2: Formulating a hypothesis

   Step 3: Building a research design

   Step 4: Collecting the data:
   Original pictures, interview authorities, survey statistics, field trips, observations, tapes, supportive information, cartoons, drawings, illustrations, skits, poems, humor, creativity, models, maps, volunteer work, etc.

   Step 5: Analyzing the data collected

   Step 6: Making generalizations, interpret, prove, conclude, concensus, facts

   Step 7: Presenting to class

   Step 8: Systematic evaluation of the results . . . begin anew!

Notes _____

BOB'S GUIDE FOR IMPLEMENTATION

Conditions Necessary for Success

Teacher Attitude

- Must value small group process as a way of learning.
- Must relinquish role as center of attention and become an associate in the learning process
- Must interact more with students
- Must recognize that because the teacher isn't talking doesn't mean the teacher isn't working!
- Must recognize that creating and implementing options is more work!

Classroom Atmosphere

- Students accept more responsibility and are held accountable for their actions
- Natural talents and interests are more easily integrated and developed
- Communication skills are emphasized and used
- Community is viewed as a valuable resource
- Self evaluation is emphasized
- Concern for others is a reality
- Democratic process is modeled
- Learning is hard work, but fun

FOUNDATIONS FOR OPTIONS

Large Group Strategies

Lectures
Films, film strips, slides, transparencies
Tele-lectures
Guest speakers
PROBE group reports
Video and audio tapes
Assigned readings from text
Optional reading magazines, newspapers, etc.
Simulation games
Class notes

Small Group Strategies

PROBE groups make in-depth inquiries
Skits and role playing
Field trips
Community service projects
Team planning and organization
Brainstorming
Reaching consensus
Task groups — special assignments
Discussion within groups
Competition between groups

Class of 30 Individuals

Skills Emphasized

Inquiry — research and data gathering
Creativity and enrichments
Decision making
Communications
Time management
Analyzing — Synthesizing
Evaluating

Ind. Roles in PROBE Groups

Chairperson — leader, manager
Secretary — recorder, documenter
Legal Beagle — researches laws and policies, etc
Doggie Bagger — creates handouts
Electrician — knows where and what plugs in
Philosopher — aware of moral and ethical issues
Good Humorman — maintains group relations
Artisans — illustrators, poets, musicians, photographers, admin., etc.

OLD TEACHING SKILLS APPLIED IN NEW WAYS

GOALS AND OBJECTIVES
FOR COMMUNITY PROJECTS

1. Unlimited extension of the textbook materials by utilizing the community as a laboratory for experiential learning.
2. Opportunity for student leadership and involvement in curriculum planning, peer teaching, peer learning, and evaluation.
3. Opportunity for student leadership in the classroom, as well as useful contacts for future political involvement.
4. Opportunity for student cooperative planning independent of teacher direction. (Please, I'd rather do it myself)
5. Opportunity to identify, discuss, analyze and interpret local political issues.
6. Opportunity for personal, firsthand exposure to the political techniques used in gaining and holding political offices.

Individual Responsibility:

1. Be a part of cooperative planning for at least one seminar covering the community experience of your choice; analyze and interpret your participation in the community for the benefit of your classmates.
2. Complete and present one individual creative project related to the community.
3. Complete all evaluative forms:
    1. Committee meeting forms.
    2. Game plan form for the seminar
    3. Individual creative effort forms.
4. Schedule seminar time — first come, first scheduled.
5. Aim for a 30 to 50 minute presentation. Allow for and expect questions.
6. Do not forget to utilize your individual creative effort during the presentation — make it, draw it, create it. There is no upper limit on creativity. (Pictures, interviews, poetry, philosophy, photography — be creatively different)
7. Keep periodic records of all community experiences and turn them in at the beginning of your presentation.
8. Use the game plan form if you are in a group of two or more.
9. Have fun. There is no greater thrill then that of being involved.

COMMUNITY SEMINAR SCORING

Group Presentation Requirements

Folder:

Complete folder in teacher's hands at **beginning** of **each** period ..... ____

Useful committee meeting reports for **all** meetings in folder ..... ____

Complete, detailed game plan in folder ..... ____

*ICE forms for all members plus all contracts in folder ..... ____

Presentation:

Hypothesis on board and starts within first five minutes of period ..... ____

Presentation lasts 50-55 minutes ..... ____

Presentation is meaningful, interesting, and varied ..... ____

Adult summary of presentation with generalization and prediction ..... ____

..... ____

Speaker

Invitation with confirming letter (date subjects for speech, where to be) ..... ____

Phone call on day before visit (friendly reminder) ..... ____

Met, escorted to and from room, and proper equipment available ..... ____

Properly introduced (name, background, connections, subject, etc.) ..... ____

Thank you letter (signed by all group members and teacher) ..... ____

..... ____

Comments:

RECORD OF COMMUNITY EXPERIENCE

Date	Hours	Place	Activity	Supervisor

Additional information _____

PROBE GAME PLAN

Use this form to help you organize your research, data, and to structure and sequence your group's presentation.

GROUP _____ Date(s) _____ Period _____

Hypothesis: _____

_____

Detailed Order of Presentation:

First Period	Second Period
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

Role Responsibilities of Group Members:

_____ Leader

_____ Secretary

_____ Legal Beagle

_____ Doggy Bagger

_____ Good Humor Person

_____ P.R. Person

_____ Electrician

_____ _____

_____ _____

Name, address and position of guest speaker:

_____ _____

ENRICHMENT ACTIVITY

This is your opportunity to use or develop your creative talents. Enrichment projects can be designed by individuals or groups. They can be built around slide-audio tape presentations; original films, photos, video tapes; original songs, poems, cartoons, skits, etc. You are limited only by your own ability to think of unusual, creative ways to tie your individual talents and/or interests to our chapter objectives.

Dare to be a divergent thinker!!

Name _____ Period _____

CHAPTER ENRICHMENT

Textbook chapter ____ and pages _____ where the subject being supplemented can be found.

Source of article _____ Page number _____

Title of your article _____

Outline of your presentation:

How your presentation supplements the chapter:

GOVERNMENT DAILY SCHEDULE

Second Six Weeks

10/6 Grade Evaluation — Text — Review — Committee organization
7 Committee Meetings — Individual conference — Assign Chapter 7
8 Class Discussion Chapter 7 — Enrichments
9 Class Discussion Chapter 7 — Enrichments
10 Committee Meetings — individual conference

10/13 Community Projects — Individual conference, Assign Chapter 8
14 Class Discussion Chapter 8 — Enrichments
15 Guest Speaker Group #4
16 Class Discussion Chapter 8 — Enrichments
17 Test Chapters 7-8

10/20 Guest Speaker #3, Assign Chapter 9
21 Guest Speaker #2
22 Class Discussion Chapter 9 — Enrichments
23 Guest Speaker #1
24 Class Discussion Chapter 9 — Enrichment, Assign Chapter 10

10/27 Class Discussion Chapter 10 — Enrichment
28 Class Discussion Chapter 10 — Enrichment
29 Test Chapters 9-10, Assign Chapter 11
30 Fall Recess
31 Fall Recess

11/3 Class Discussion Chapter 11, Assign Chapter 12
4 Community Projects (Polls)
5 Class Discussion Chapter 12 — Enrichment
6 Class Discussion Chapter 11-12 — Enrichments
7 Group #1

11/10 Group #2 Presentation
11 VETERAN'S DAY
12 OBJECTIVE TEST CHAPTER 11-12
13 Group #3 Presentation
14 Group #4 Presentation, **NOTEBOOKS DUE**

GOVERNMENT SCORE SHEET

First Six Weeks

		Possible	My Score
Test 1 (Chapters 1 and 2)		10	_____
Test 2 (Chapters 3 and 4)		10	_____
Test 3 (Chapters 5 and 6)		10	_____
Enrichment of chapter objectives from sources outside the textbook (choice of any four; maximum of one per week)		5	_____
oral	community	5	_____
telelecture	musical	5	_____
illustrative	dramatic	5	_____
computer	photograph	5	_____
Notes on guest speaker No. 1		3	_____
Notes on guest speaker No. 2		3	_____
Notes on guest speaker No. 3		3	_____
Notes on guest speaker No. 4		3	_____
Presentation Notes (names, dates, main points, evaluation)	No. 1	3	_____
Community political research presentation	No. 2	3	_____
	No. 3	3	_____
	No. 4	3	_____
Community political research presentation		10	_____
Individual political creative effort		10	_____
Notebook (Creative cover or title page, organized class discussion notes, guest speaker notes, presentation notes, assignment sheet and study aids, current score sheet)		6	_____
Teacher bonus (Cooperation, participation, contribution to the class)		5	_____
Total		105	_____

95 = A, 88 = B, 77 = C, 70 = D

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